

Instructional Integration of CaliforniaColleges.edu to Advance College Knowledge & Readiness

CISC Symposium
February 23, 2023



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The Official College & Career Planning
Platform of the State of California



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California College Guidance Initiative

Who We Are

- ▶ State-funded nonprofit.
- ▶ Manager of **CaliforniaColleges.edu**.

What We Do

- ▶ Build and maintain College and Career Planning lessons and tools customized to California students.
- ▶ Serve as a one-stop platform for all college and financial aid applications.
- ▶ Provide capacity-building, training, technical assistance, and user support to partner districts to ensure meaningful use of CaliforniaColleges.edu.
- ▶ Collect and transmit data across systems.

Visit the Cradle-to-Career Website





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What is CaliforniaColleges.edu?



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Javier & Yvonne
Student & Educator



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California's Official College & Career Planning Platform



Built for Californians Designed to meet the specific needs of California students, parents, educators, and school districts.



Connects California Systems The only platform integrated with all three state public higher education systems (CCC, CSU, UC) and the California Student Aid Commission (CSAC).



Written into California Ed. Code CaliforniaColleges.edu is authorized service provider for all California school districts.



Funded by the State of California CaliforniaColleges.edu is funded by the State of California through Proposition 98.



Critical part of infrastructure for the California's Cradle-to-Career system AB 132 outlines specific steps to implement the Cradle-to-Career System and to realize its objectives, including making CaliforniaColleges.edu tools and services free to all California school districts serving 6-12th grade students and designating CaliforniaColleges.edu as the preferred starting point for all applications to California public colleges, FAFSA and CADAA.



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Universal Access to CaliforniaColleges.edu

One goal of the **Cradle-to-Career** legislation is to make **CaliforniaColleges.edu** available to every school district, student, and educator in California by 2026.

144

Official school district partners

1M

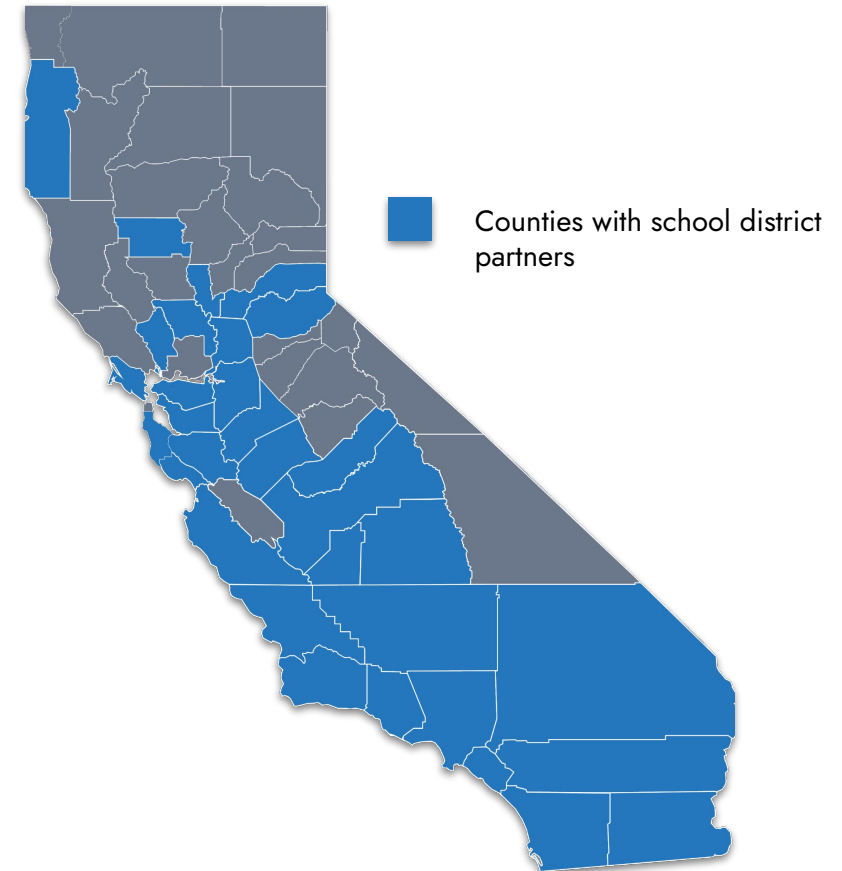
6th-12th grade students served

43

School districts in the pipeline for partnership by Fall 2023

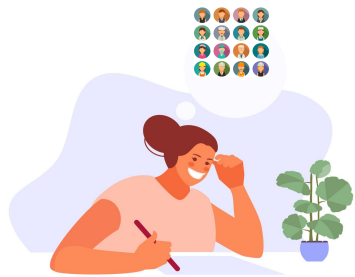
500k

Additional students in the pipeline who will be served by Fall 2023

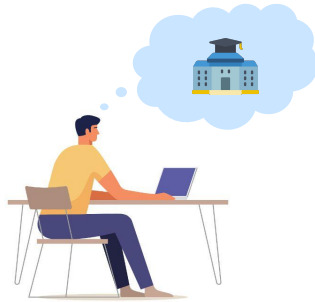


College & Career Planning Tools

Through CaliforniaColleges.edu, students can access tools that will help them learn about, plan for, and apply for college. These tools include:



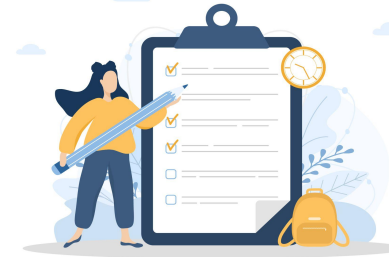
**Career
Assessments &
Exploration**



**College &
Major Search
Tools**



**Course Planning
& "a-g" Progress
Tracking**



**College &
Financial Aid
Application
Tracking**



**Educator Reports
for Progress
Monitoring and
Intervention**



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Educator Perspectives on CaliforniaColleges.edu



How are educators implementing CaliforniaColleges.edu?



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Julian McDaniels

Assistant Principal, Vista Del Lago High School
Former Social Science & AVID teacher





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A Teacher's Experience

- ▶ “As an AVID and Social Science teacher at Valley View High School, I utilized CaliforniaColleges.edu with AVID students
- ▶ I realized that ALL students could benefit from the platform and additional college and career planning support.
- ▶ I developed a clear sequence of college and career readiness lessons, organized by grade-level, using CaliforniaColleges.edu
- ▶ I coordinated a school-wide effort for teachers in ALL departments to deliver college and career readiness lessons to students on “CCGI Launch Day” as part of a broader school-wide strategy to increase college application and matriculation outcomes.”



Lesson Sequence

- ▶ **English:**
 - 9-11: [Academic Planner](#)
 - 12: Launch MVC Application
- ▶ **Math:**
 - 9-12: [College Research Presentation](#)
 - 9-12: [College Research Worksheets](#)
- ▶ **Social Science:**
 - 10 – [Multiple Intelligences](#) and [Worksheet](#)
 - 11 – [Do What You Are](#) and [Worksheet](#)
 - 12 – Launch FAFSA (Counselors Facilitate)
- ▶ **Science:**
 - 9-12: [Career Research](#)
 - 9-12: [Career Research Worksheets](#)
- ▶ **World Language/Business/VAPA/Other:**
 - 9-12: [Journal Entries](#)
 - 9-12: [CCGI Notes Worksheet](#)

CCGI Launch Day

- October 1st
- All students participate in CCGI Activities
- Lesson Plans, Presentations, and Worksheets provided to teachers
- Each department covers a different topic
 - Students receive 4-5 different lessons throughout the day
 - All centered on College and Career Readiness



Learnings & Impact

- ▶ “By asking all teachers to be a part of implementing CaliforniaColleges.edu during CCGI Kick-Off Day, it opened their eyes to what was possible in the platform and how their students engaged with it. After the kick-off, teachers continued to reach out about additional lessons they could do with their classes:
 - Senior Government/Economics Teachers began weekly college/career research lessons.
 - Senior English teachers incorporated a final “Life After High School” assignment requiring students to investigate their Social, Academic, and Financial Needs.
- ▶ For CCGI Kick-Off Day, we intentionally included students beginning at Grade 9, so that students would be familiar with CaliforniaColleges.edu long before they got to Grade 12.
 - In Grade 12, our Counselors support students to launch their college and financial aid applications using CaliforniaColleges.edu.”



Learnings & Impact

- ▶ “In our district, only about 40% of students meet the a-g requirements to attend a 4-year university, so some of our teachers and students were turned off by efforts framed around college, because they didn’t see it is applicable to the majority of students.
 - Using CaliforniaColleges.edu gave us an opportunity to reframe “college” as inclusive of all 3 higher education segments – Community College, CSU, and UC – and, therefore, an option for **ALL** students.
 - We realized through this effort that many students thought that the purpose of CCC was to transfer to 4-year, but weren’t aware of the of the career training and certification opportunities available to them in areas that matched their interests.
- ▶ Designing time for every student to explore their career goals and connecting that exploration to college planning made a difference:
 - In our first year (2019-20), we saw our 4-year college going rates remain steady and our two-year college-going rates increase.”



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Natalie Moring

Assistant Principal, Hughson High School



A School Leader's Experience

- ▶ “Hughson High School has a Portfolio Project and Senior Exit Interview that has been a part of our district graduation requirements for the last couple decades.
- ▶ In 2019-2020, HHS transitioned from a paper ‘binder’ portfolio format to use of CaliforniaColleges.edu.
- ▶ The initial team built out the sequence of required grade-level activities CaliforniaColleges.edu for our staff and students.
- ▶ The portfolio requirement is embedded in the history classes with lessons throughout the school year. The middle school has a counselor who presents lessons to each class instead.
- ▶ Student progress is electronically stored and maintained from middle school through graduation in CaliforniaColleges.edu.”

HHS Graduation Requirements

English	40 units
Mathematics - Math 1 (10) Additional Math (20)	30 units
Science - Biological Science (10) Physical Science (10) Additional Science (10)	30 units
Social Science - Geography (10) World History (10) US History (10) Economics (5) Government (5)	40 units
Fine Art or Modern Language	10 units
Fine Art or Modern Language or Practical Art	10 units
PE	20 units
Electives	20 units
Portfolio Project and Senior Exit Interview	See below

PORTFOLIO PROJECT AND SENIOR EXIT INTERVIEW REQUIREMENT

All students participate in our portfolio project. Students learn and practice communication skills, problem solving, and team building skills. They measure their own personal and academic growth over time, and catalog examples of their best work. All seniors will have their portfolio assessed and will participate in a required senior exit interview. In preparation for this interview, students will develop resumes, applications, practice job seeking skills and interviewing skills in addition to preparing the four year portfolio for review and evaluation.



Portfolio Lessons

- ▶ **Grade 9-12:** Goal Setting
- ▶ **Grade 9-12:** Review of Eligibility tools
- ▶ **Grade 9:** Career Assessment and exploration
- ▶ **Grade 10:** Career & College Major search
- ▶ **Grade 11:** Career, College & Financial Aid research
- ▶ **Grade 12:** College and Financial Aid applications, “My Plan” Resume draft
- ▶ **Optional/Recommended 9-12:** “My Experiences” to document hours/activities over time for use in Resume and Applications
- ▶ **Optional/Recommended 9-12:** “My Documents” to electronically store cover letter, resume, and other required portfolio documents that will be presented at Senior Exit Interview.
- ▶ All lessons at each grade level are part of their history grade.



Final Portfolio Project Components

- ▶ Letter of Introduction
- ▶ Resume
- ▶ 2 Letters of Recommendation
- ▶ Job Application
- ▶ Proof of FAFSA/CADAA or Opt-Out Form

*Upon a passing portfolio score, seniors are assigned an exit interview date and time.

HHS 2022 Portfolio Grading Rubric

Student Name: _____	Pass	Fail	Career Ready
Letter of Introduction <ul style="list-style-type: none">· Your letter must be dated at the top.· Address the letter-To Whom It May Concern:· Use Times New Roman, 12 font· Must use format assigned in class· Use Sincerely, or Sincerely Yours, at the close of your letter, skip four single spaces and sign your name. Auto Fail if not signed.· Letters longer than one page will be an automatic fail· Proof your letter for mistakes and correct them.· Sign your name in between the four spaces in ink (blue or black)			
Resume <ul style="list-style-type: none">· Do not use a small font. Make sure your resume is spread out over the entire page as much as possible.· Resumes longer than one page will be an automatic fail· Proof for mistakes.· Include your references, at least 2 names must be included. References on request will NOT be accepted. References may not be related to you or be your friends. If you do this, your portfolio will be an automatic fail.· Include complete contact information (job title, full address and phone number) failure to include contact information will be an automatic fail			
Letter of Recommendation #1 <ul style="list-style-type: none">· You must have two letters of recommendation, including a signature on each letter. Failure to do so will result in a fail and require immediate correction.· Your letters of recommendation must come from: a teacher, a counselor, an employer, a pastor or priest, a youth counselor, a sixth-grade camp counselor, etc. Your letter must never be from a parent or relative, or another student who attends HHS or has graduated within the last three years. Including friends or relatives is an automatic fail· References are often called and checked by the portfolio graders, so be sure information is accurate. If found to be made up it will be considered academic dishonesty.			
Letter of Recommendation #2			
Job Application <ul style="list-style-type: none">· The job application must be FILLED OUT COMPLETELY on both sides.· The application must be filled out in blue or black ink. Use the same ink the entire application. It must be neat without scratch-outs, whiteout, or errors.· Must have Work Experience or Volunteer work, no N/A in work experience area· You must sign the job application, include references, phone numbers and COMPLETE addresses whenever applicable; failure to do so or incorrect addresses will require immediate correction			



Final Portfolio Project and Senior Exit Interview

- ▶ “Current and retired professionals from the community serve on the exit interview panels.
- ▶ Students present their completed portfolios and answer questions about their experiences at HHS and with [Californiacolleges.edu](https://californiacolleges.edu).
- ▶ Students must earn a passing score on their interview to meet graduation requirements.
- ▶ Students who do not pass the initial interview are given tips and suggestions to improve their interview skills.
- ▶ For students who did not pass the initial interview, they have a second interview with the school administration.”

HHS Exit Interview Scoring Rubric

Category	Content	Scoring
List of components that will be required of students during the exit interview	Description of what is expected in each category Interviewers will assign scores for each category based upon fulfillment of requirements and completeness of responses	Students must earn a minimum score of 70% in order to pass: 4-Well Done 3-Adequate 2-Needs Improvement 0-Not Acceptable Any score of “0-Not Acceptable” fails the entire interview.
Appearance	Acceptable: Appropriately groomed; suit and tie; dress suit (FFA or FHA standards); sleeved and collared shirt with tie; appropriate dress, skirt, blouse, or slacks. Unacceptable: Inappropriately groomed, shirt not tucked in; underwear showing, too short, tight, or casual; t-shirts, flip flops, showing too much skin.	
Interviewing Skills	Good posture; consistent eye contact; organized, thorough, complete, and appropriate responses to questions using complete sentences, good grammar.	
Presentation of Resume	Students can describe career and educational objectives; point out personal strengths. Resume is easily read and contains no grammar or spelling errors. <ul style="list-style-type: none">• Answers Question: Tell us a little about yourself.• Answers Question: What are your personal goals?	
Hughson High School Experiences	What courses at Hughson High School have benefitted you the most and why?	
HHS Question	Tell us what stands out the most to you from your years of experience at Hughson High.	
Personal Accomplishments	Tell us about two or three personal accomplishments of which you are proud.	
Portfolio Curriculum	Tell us about your experience with the CaliforniaCollege.edu curriculum. How has this program helped you with plans for after high school?	
Hiring Question	If we have a job opening for a high school graduate, why should we hire you?	
Comments Suggestions Commendations		TOTAL SCORE



Learnings & Impact

- ▶ “Through our implementation of Californiacolleges.edu, Hughson High School ensures that students track their college and career readiness:
 - We streamlined our portfolio process to ensure that all students succeed and meet the expectation of the graduation requirement.
 - We use CaliforniaColleges.edu to help meet IEP transition requirements for college exploration and career exploration.
 - When completing CSU, UC, and CCC applications, students are able to upload transcripts from their Californiacolleges.edu account.
 - By enabling students to upload their transcripts directly to the college applications, it has saved time for students when completing the application.
 - The applications are more accurate in ensuring that the courses taken meet A-G requirements.
 - Students launch the FAFSA/CADAA directly from CaliforniaColleges.edu.”



Learnings & Impact

- ▶ “During the pandemic school closures in 2020-21, Hughson High was still able to meet the post-secondary planning needs of our students. Students were still able to complete their lessons on CaliforniaColleges.edu, submitted portfolios electronically, and utilized Zoom for exit interviews.
- ▶ Each year, we continue to refine our process:
 - With the new FAFSA/CADAA requirement this year, our administrative and counseling teams are using the reporting features to determine which students have completed the application and who has not.
 - Tracking college and financial aid application status in real time has enabled our counselors to pinpoint students who may need additional support to complete their applications.”

Demo



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Darice Ingram
Deputy Director,
Engagement



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Heather Allen

Chief Programs Officer, CCGI

Former Executive Officer, Instructional Division, Fresno Unified School District



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A District Leader's Experience

- ▶ “As the district A-G Course list manager, I used the CaliforniaColleges.edu to clean up our course list at every school to ensure that students get appropriate credit for their coursework within their college applications.
- ▶ Designed district-wide strategy to ensure that all CSU-eligible students completed a CSU application using CaliforniaColleges.edu and tracked CCC application status for all seniors to support regional matriculation efforts.
- ▶ Used reporting features to help build efficiencies for school counselors and outreach program staff, while ensuring additional follow up and support for target groups.”



**Data
Alignment**



**College & Career
Planning Tools**



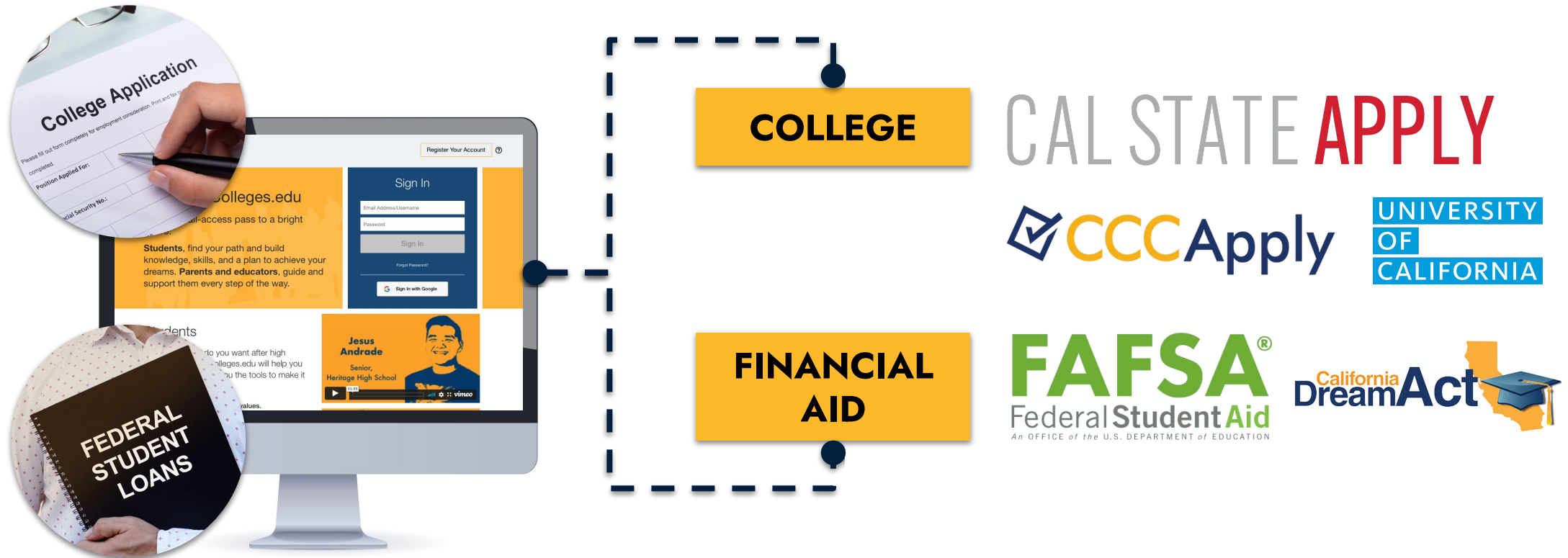
**College & Financial
Aid Apps**



**Data & Reporting
Tools**

College & Financial Aid Application Integration

Students can launch college and financial aid applications directly from CaliforniaColleges.edu and track their progress.





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Tools for Educators

Educators in partner districts can run reports to monitor student progress on their activities on CaliforniaColleges.edu.

The screenshot displays the 'Manage Reports' interface. At the top, the navigation bar includes the California Colleges.edu logo, 'Educator Dashboard', and links for 'College', 'Career', and 'Financial Aid'. The main heading is 'Manage Reports' with a subtext: 'Track your student's college and career readiness by running reports.' Below this, a paragraph explains the process: 'Quickly and easily obtain the aggregate data you need to better support your students on their path to being college and career ready. Select a report, choose your filters, and then, run report. View report summary and drill down on individual links with the summary for more details. Drill down even further, if you choose, by clicking on individual student names in the Student List tab and view their My Plans.'

The 'Select Report' section features a dropdown menu set to 'Academic' and a 'Select Report Type' dropdown. A 'Have a report question? Contact Us' link with a question mark icon is also present. The 'Select Filters' section contains several dropdown menus: 'Select Grade', 'Select Course', 'Select Section', 'Select Gender', 'Select Ethnicity', 'Select Special Population', and 'Select Race'. There are also input fields for 'Start Date: MM/DD/YYYY' and 'End Date: MM/DD/YYYY'. A 'Run Report' button and a 'Reset Filters' button are located to the right of the filters. At the bottom, it shows 'Report: None', 'Filters Selected: Grade: All, Course: All, Section: All, Gender: All, Ethnicity: All, Special Population: All, Race: All', and 'Actions: Print Download XLSX Download CSV'. A 'Classic' view toggle is visible in the bottom left corner.



Implementing Equity-Focused State Policies Using CaliforniaColleges.edu

Districts can use the data and reporting tools on CaliforniaColleges.edu to both make it easier to implement and meet compliance with equity-focused state policies.



2021 Budget Act
Regional K-16 Education
Collaboratives Grant
Program



AB 469
Universal FAFSA/
CADAA for
Graduating Seniors



AB 132
Cradle-to-Career
System



AB 130
A-G Completion
Improvement Grant
Program



Appendices/Resources

- ▶ [About AB 132 and the Cradle-to-Career Data System](#) - learn more about the role of CaliforniaColleges.edu in the State's data system
- ▶ [Lessons and Activities Sample Action Plans](#) - grade specific lessons and activity plans using CaliforniaColleges.edu and aligned to the Common Core CCR Anchor Standards, ASCA and Avid Standards
- ▶ [CaliforniaColleges.edu Resource Hub](#) - a single site that compiles resources for students, parents and educators, including step-by-step informational guides to support use of the tools, video demonstrations, and testimonials from those who've used platform
- ▶ [Virtual Training Series for Administrators](#) - Pre-recorded videos demonstrating use of key areas of CaliforniaColleges.edu that leaders can access at any time. There is also a series available for [School Counselors](#). If your or your team prefer to attend a "live" virtual session with one of our trainers, the schedule and registration links can be found [here](#)
- ▶ [CCGI Newsroom](#) - see where our work has been featured by local, state and national media outlets, as well as numerous studies & reports that feature our approaches and impact
- ▶ [Subscribe to our mailing list](#) - get important announcements about CaliforniaColleges.edu enhancements and other updates

Questions?



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Reflection

How could you leverage
CaliforniaColleges.edu to
support **your district's**
goals?



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CommunityEngagement@CaliforniaColleges.edu



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